



**Correlation of the Superkids Second Grade Levels  
including *The Superkids Hit Second Grade* and *The Superkids Take Off*,  
to the Indiana Academic Standards for Grade Two**

Indiana Academic Standards - Grade Two Skill	Levels 5 and 6 Units/Lessons and Materials*
<b>Standard 1</b>	
<b>READING: Word Recognition, Fluency, and Vocabulary Development</b>	
<b>Phonemic Awareness</b>	
<b>2.1.1</b> Demonstrate an awareness of the sounds that are made by different letters by: <ul style="list-style-type: none"> <li>distinguishing beginning, middle, and ending sounds in words.</li> <li>rhyming words.</li> <li>clearly pronouncing blends and vowel sounds.</li> </ul>	<b>WWB 1/1, 2, 4, 5, 6, 7, 11, 12, 14, 16, 18, 19</b> <b>WWB 2/1, 2, 6, 11, 16; SM 2/10</b> (Independent Activity) <b>WWB 3/1, 2, 6, 8, 11, 13, 16; SM 3/10</b> (Independent Activity) <b>WWB 4/1, 6, 11, 16</b> <b>WWB 5/1, 6, 11, 16</b> <b>WWB 6/1, 6, 11, 14, 20</b> <b>WWB 7/1, 6, 11, 16</b> <b>WWB 8/1, 6, 11, 16</b> <i>Superkids Skill-Building Book</i> , pp. 8-13, 21-24, 30-31
<b>Decoding and Word Recognition</b>	
<b>2.1.2</b> Recognize and use knowledge of spelling patterns (such as <i>cut/cutting</i> , <i>slide/sliding</i> ) when reading.	<b>WWB 1/2, 4, 6, 11, 16, 19</b> <b>WWB 2/1, 6, 7, 9, 11, 12, 14, 16</b> <b>WWB 3/1, 6, 11, 13, 16</b> <b>WWB 4/1, 6, 11, 16</b> <b>WWB 5/1, 11, 16</b> <b>WWB 6/1</b> <b>WWB 7/1, 6, 11, 16</b> <b>WWB 8/1, 6, 11, 16</b> <i>Superkids Skill-Building Book</i> , pp. 80-81

Skill instruction is listed for each second-grade component by unit and then lessons. Units 1-4 are taught in Level 5. Units 5-8 are taught in Level 6. Abbreviations for components are:  
Word Work Book (**WWB**) SUPER Magazine (**SM**) Book Club (**BC**) Write It Right (**WIR**)

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<b>2.1.3</b> Decode (sound out) regular words with more than one syllable ( <i>dinosaur, vacation</i> ).	<b>WWB 1/11, 12, 14, 19</b> <b>WWB 2/2, 4, 6, 7, 8, 9, 11, 12, 14, 16</b> <b>WWB 3/1, 2, 6, 11, 13, 14, 16</b> <b>WWB 4/2, 6, 7, 12, 16</b> <b>WWB 5/3, 6, 9, 11, 16, 18</b> <b>WWB 6/1, 6, 11, 13, 14, 16</b> <b>WWB 7/1, 6, 7, 11, 13</b> <b>WWB 8/1, 6, 9, 16, 17</b> Daily Decoding Routines in: <b>WWB 1/6, 13, 15, 16, 20</b> <b>WWB 2/1, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 19</b> <b>WWB 3/1, 3, 5, 6, 11, 15, 16, 20</b> <b>WWB 4/1, 3, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 5/1, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19</b> <b>WWB 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20</b> <b>WWB 7/1, 2, 3, 4, 5, 7, 10, 11, 13</b> <b>WWB 8/4, 5, 7, 8, 9, 10, 11, 13, 15, 17, 18, 20</b> <i>Superkids Skill-Building Book, pp. 94–95</i>
<b>2.1.4</b> Recognize common abbreviations ( <i>Jan., Fri.</i> )	<b>WWB 3/19</b> <b>BC 5/11</b> <b>WWB 8/12</b> <i>Superkids Skill-Building Book, p. 145</i>
<b>2.1.5</b> Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>child/children, mouse/mice</i> ).	<b>WWB 2/1, 4, 5</b> <b>WWB 6/7</b> <b>WWB 8/10</b> <i>Superkids Skill-Building Book, pp. 82–83, 208–209</i>

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<p><b>2.1.6</b> Read aloud fluently and accurately with appropriate changes in voice and expression.</p>	<p>During guided-reading instruction in:  <b>WWB 1/2</b>, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 1/2</b>, 3, 4, 5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19  <b>WWB 2/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 2/1</b>, 2, 3–4, 5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19  <b>WWB 3/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 3/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19  <b>WWB 4/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 4/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19  <b>WWB 5/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 5/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19  <b>WWB 6/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 6/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19  <b>WWB 7/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 7/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19  <b>WWB 8/1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM 8/1</b>, 2, 3, 4–5, 6, 7, 8, 9, 10; <b>BC</b> 11, 12, 13, 14, 16, 17, 18, 19</p> <p>Explicit instruction in fluency skills in:  <b>SM 1/7</b>; <b>BC 1/15</b>, 20  <b>SM 2/3–4</b>, 7; <b>BC 2/15</b>, 20  <b>SM 3/2</b>, 6; <b>BC 3/15</b>, 20  <b>SM 4/2</b>, 4; <b>BC 4/15</b>, 20  <b>SM 5/4</b>, 7; <b>BC 5/15</b>, 20  <b>SM 6/2</b>, 10; <b>BC 6/15</b>, 20  <b>SM 7/2</b>, 6; <b>BC 7/15</b>, 20  <b>SM 8/7</b>, 10; <b>BC 8/15</b>, 20</p> <p><i>Superkids Skill-Building Book</i>, pp. 112–118</p>

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<b>2.1.11</b> Know and use common word families (such as <i>-ale, -est, -ine, -ock, -ump</i> ) when reading unfamiliar words.	<b>WWB 1/2, 6, 11</b> <b>WWB 2/1, 6, 16</b> <b>WWB 3/1, 6, 11, 16</b> <b>WWB 4/6, 11, 16</b> <b>WWB 5/1, 11, 16</b> <b>WWB 6/1</b> <b>WWB 7/1, 6, 11, 16</b> <b>WWB 8/1, 6, 11</b> Daily Decoding Routines in: <b>WWB 1/3, 5, 7, 12, 13, 18, 19</b> <b>WWB 2/7, 17, 18</b> <b>WWB 3/2, 3, 6, 7, 8, 9, 13, 18</b> <i>The Superkids Big Book of Decoding</i> <i>Superkids Skill-Building Book</i> , p. 64
<b><i>Vocabulary and Concept Development</i></b>	
<b>2.1.7</b> Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	<b>WWB 1/17; SM 1/5</b> <b>WWB 3/3, 4, 5; SM 3/4</b> <b>WWB 5/14, 15; SM 5/10; BC 5/20</b> <b>WWB 6/12</b> <b>BC 7/20</b> <b>WWB 8/4, 20</b> <i>Superkids Skill-Building Book</i> , pp. 137–140, 146–147, 154
<b>2.1.8</b> Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ).	<b>SM 1/3 (Tuck-In)</b> <b>WWB 3/14</b> <b>WWB 5/18, 20; SM 5/3</b> <b>WWB 6/16</b> <i>Superkids Skill-Building Book</i> , pp. 96–98, 101–102

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<b>2.1.9</b> Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i> ) and suffixes (word parts added at the end of words such as <i>-ful</i> ).	<b>WWB 2/8, 9, 10, 13, 14; SM 2/3-4</b> <b>WWB 4/2, 4, 7, 12</b> <b>WWB 5/1, 3, 9</b> <b>WWB 6/13</b> <b>WWB 7/7</b> <b>WWB 8/Bonus Lesson 1</b> <i>Superkids Skill-Building Book</i> , pp. 85–89, 101–102
<b>2.1.10</b> Identify simple multiple-meaning words ( <i>change, duck</i> ).	<b>WWB 1/9, 12, 13</b> <b>WWB 2/19</b> <b>WWB 3/7</b> <b>WWB 4/8, 19</b> <b>WWB 5/10</b> <b>WWB 6/4, 5</b> <b>WWB 7/1; SM 7/1</b> <b>WWB 8/1; SM 8/2, 4-5</b> <i>Superkids Skill-Building Book</i> , pp. 140–141
<b>Standard 2</b> <b>READING: Comprehension and Analysis of Nonfiction and Informational Text</b>	
<b><i>Structural Features of Informational and Technical Materials</i></b>	
<b>2.2.1</b> Use titles, tables of contents, and chapter headings to locate information in text.	<b>SM 1/1</b> <b>SM 2/1</b> <b>SM 3/1</b> <b>SM 4/1</b> <b>SM 5/1</b> <b>SM 6/1</b> <b>SM 7/1; WIR 7/2-3, 11-12</b> <b>SM 8/1; WIR 8/12-13</b> <i>Superkids Skill-Building Book</i> , pp. 175–176

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<b>2.2.11</b> Identify text that uses sequence or other logical order (alphabetical order or time).	<b>SM 1/8</b> <b>SM 2/3-4, 5, 6</b> <b>SM 3/2, 8</b> <b>SM 4/4, 5</b> <b>SM 5/3, 6, 7, 8</b> <b>SM 6/4, 6</b> <b>SM 7/2, 4, 7</b> <b>SM 8/1, 3, 4-5, 8</b> <i>Superkids Skill-Building Book, p. 169</i>
<b><i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i></b>	
<b>2.2.2</b> State the purpose for reading.	<b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 2/1, 2, 3-4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 8/1, 2, 3, 4-5, 6, 7, 8, 10</b>
<b>2.2.3</b> Use knowledge of the author’s purpose(s) to comprehend informational text.	<b>SM 4/5 (Tuck-In)</b>
<b>2.2.4</b> Ask and respond to questions ( <i>when, who, where, why, what if, how</i> ) to aid comprehension about important elements of informational texts.	<b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 2/1, 2, 3-4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 8/1, 2, 3, 4-5, 6, 7, 8, 10</b> <i>Superkids Skill-Building Book, pp. 167-168</i>

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<b>2.2.5</b> Restate facts and details or summarize the main idea in the text to clarify and organize ideas.	<b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 2/1, 2, 3-4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 8/1, 2, 3, 4-5, 6, 7, 8, 10</b> <i>Superkids Skill-Building Book</i> , pp. 166, 178
<b>2.2.6</b> Recognize cause-and-effect relationships in a text.	<b>SM 1/4, 6, 7</b> <b>SM 2/5</b> <b>SM 3/1, 2, 4, 6, 7</b> <b>SM 4/2, 4, 7, 10</b> <b>SM 5/1, 3, 5, 6, 7</b> <b>SM 6/2, 3, 4, 6</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8</b> <b>SM 8/1, 3, 4-5, 7</b> <i>Superkids Skill-Building Book</i> , pp. 163–165
<b>2.2.7</b> Interpret information from diagrams, charts, and graphs.	<b>SM 3/4</b> <b>SM 5/6</b> <b>SM 6/8</b> <b>SM 7/2, 6</b> <i>Superkids Skill-Building Book</i> , pp. 175–176
<b>2.2.8</b> Follow two-step written instructions.	<b>SM 1/8</b> <b>SM 2/6; WIR 2/16-17</b> <b>SM 3/8; WIR 3/1-2, 20</b> <b>SM 4/5; WIR 4/18-19</b> <b>SM 5/1, 8; WIR 5/13, 14-15</b> <b>SM 6/6; WIR 6/13, 14-15, 16-17</b> <b>SM 7/7; WIR 7/15, 16-17, 18-19</b> <b>SM 8/8; WIR 8/4-5, 9-10, 14-15, 17-18</b>

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<b>2.2.9</b> Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 2/1, 2, 3-4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 8/1, 2, 3, 4-5, 6, 7, 8, 10</b> <i>Superkids Skill-Building Book</i> , pp. 148–149
<b>2.2.10</b> Draw conclusions or confirm predictions about what will happen next in a text by identifying key words.	<b>SM 1/1, 5, 7, 8, 10</b> <b>SM 2/1, 2, 3-4, 7, 8</b> <b>SM 3/1, 3, 4, 7, 8</b> <b>SM 4/1, 2, 3, 7</b> <b>SM 5/1</b> <b>SM 6/1, 3, 7, 8</b> <b>SM 7/1, 8, 10</b> <b>SM 8/1, 3</b> <i>Superkids Skill-Building Book</i> , pp. 161–163
<b>Standard 3</b>	
<b>READING: Comprehension and Analysis of Literary Text</b>	
<i>Analysis of Grade-Level-Appropriate Literary Text</i>	
<b>2.3.1</b> Compare plots, settings, and characters presented by different authors.	<b>BC 3/15 (Independent Activity)</b> <b>BC 4/16</b> <b>WWB 5/3; BC 5/20</b> <b>WWB 6/20</b> <b>WWB 7/16, 17; BC 7/18</b> <i>Superkids Skill-Building Book</i> , pp. 172, 174–175
<b>2.3.2</b> Create different endings to stories and identify the problem and the impact of the different ending.	<b>BC 2/14</b> <i>Superkids Skill-Building Book</i> , p. 180
<b>2.3.3</b> Compare and contrast versions of same stories from different cultures.	<b>BC 3/15 (Independent Activity)</b> <b>BC 4/16</b> <i>Superkids Skill-Building Book</i> , p. 172



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<b>2.3.4</b> Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.	<b>WWB 1/5; SM 1/10; BC 1/13</b> <b>SM 2/9, 10; WIR 2/13</b> <b>SM 3/9, 10</b> <b>SM 4/10</b> <b>SM 5/10</b> <b>WWB 6/20; SM 6/9, 10</b> <b>WWB 7/10; SM 7/9, 10</b> <b>SM 8/10</b> <i>Superkids Skill-Building Book, p. 9</i>
<b>2.3.5</b> Confirm predictions about what will happen next in a story.	<b>WWB 1/3, 17; SM 1/9; BC 1/11, 13, 14, 16, 17</b> <b>SM 2/9; BC 2/11, 13, 16, 17, 18, 19</b> <b>SM 3/9; BC 3/11, 12, 13, 16, 17</b> <b>WWB 4/7, 18; SM 4/9; BC 4/11, 12, 13, 16, 18, 19</b> <b>WWB 5/5, 13, 14; BC 5/11, 12, 18</b> <b>WWB 6/7, 8, 11; SM 6/9; BC 6/12, 13, 18, 19</b> <b>WWB 7/8; BC 7/18</b> <b>WWB 8/1, 6, 13; SM 8/9; BC 8/11, 18</b> <i>Superkids Skill-Building Book, pp. 162–163</i>
<b>2.3.6</b> Recognize the difference between fantasy and reality.	<b>SM 1/9; BC 1/17</b> <b>BC 3/19, 20</b> <b>SM 6/9</b> <b>SM 7/9</b> <b>SM 8/9; BC 8/11, 13</b>
<b>2.3.7</b> Identify the meaning or lesson of a story.	<b>WWB 1/18</b> <b>BC 2/20</b> <b>BC 4/19</b> <b>WWB 6/15, 17; BC 6/18</b> <b>BC 7/20</b> <b>WWB 8/16, 18; BC 8/20</b> <i>Superkids Skill-Building Book, p. 179</i>

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<b>Standard 4</b> <b>WRITING: Processes and Features</b>	
<b>Organization and Focus</b>	
2.4.1 Create a list of ideas for writing.	<b>WIR 1/11</b> <b>WIR 2/4-5, 8-9, 11-12, 14-15</b> <b>WIR 3/12-13</b> <b>WIR 4/2-3, 9-10, 13, 14-15</b> <b>WIR 5/2-3, 6-7, 10</b> <b>WIR 6/4-5, 6-7, 8-9, 10</b> <b>WIR 7/9-10</b> <b>WWB 8/Bonus Lesson 3; WIR 8/2-3, 4-5, 6, 11, 17-18</b> <i>Superkids Skill-Building Book, pp. 242–243</i>
2.4.2 Organize related ideas together to maintain a consistent focus.	<b>WIR 1/12-13</b> <b>WIR 2/4-5, 8-9, 11-12, 14-15</b> <b>WIR 3/14-15</b> <b>WIR 4/2-3, 11-12, 13, 16-17</b> <b>WIR 5/4-5, 8-9, 11-12</b> <b>WIR 6/4-5, 6-7, 8-9, 11-12</b> <b>WIR 7/13-14</b> <b>WWB 8/Bonus Lesson 3; WIR 8/2-3, 4-5, 9-10, 14-15, 17-18</b>
<b>Research Process and Technology</b>	
2.4.3 Find ideas for writing stories and descriptions in pictures or books.	<b>WIR 6/4-5, 6-7, 8-9, 11-12</b> <b>WWB 8/Bonus Lesson 3</b>
2.4.4 Understand the purposes of various reference materials (such as dictionary, thesaurus, or atlas).	<b>WIR 1/16, 17-18</b> <b>WIR 2/18-19</b> <b>WIR 3/18-19</b> <b>WWB 4/3, 4; WIR 4/18-19</b> <b>WIR 5/14-15</b> <b>WIR 6/14-15</b> <b>WIR 7/16-17</b> <b>WIR 8/2-3, 4-5, 9-10, 14-15, 17-18</b> <i>Superkids Skill-Building Book, pp. 152–153</i>

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<b>2.4.5</b> Use a computer to draft, revise, and publish writing.	<b>WIR 1/19–20</b> (Pleasant’s Pointers) <b>WIR 2/18–19</b> (Pleasant’s Pointers) <b>WIR 7/4–5, 11–12</b> <b>WIR 8/12–13</b>
<b><i>Evaluation and Revision</i></b>	
<b>2.4.6</b> Review, evaluate, and revise writing for meaning and clarity.	<b>WIR 1/14–15</b> <b>WIR 2/16–17</b> <b>WIR 3/16–17</b> <b>WIR 4/18–19</b> <b>WIR 5/13</b> <b>WIR 6/13</b> <b>WIR 7/15</b> <b>WIR 8/2–3, 4–5, 9–10, 14–15, 17–18</b> <i>Superkids Skill-Building Book</i> , pp. 241–242
<b>2.4.7</b> Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.	<b>WIR 3/18–19</b> <b>WIR 4/18–19</b> <b>WIR 5/14–15</b> <b>WIR 6/14–15</b> <b>WIR 7/16–17</b> <b>WIR 8/4–5, 9–10, 14–15, 17–18</b>
<b>2.4.8</b> Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	<b>WIR 1/14–15</b> <b>WIR 2/16–17</b> <b>WIR 3/16–17</b> <b>WIR 4/18–19</b> <b>WIR 5/13</b> <b>WIR 6/13</b> <b>WIR 7/15</b> <b>WIR 8/2–3, 4–5, 9–10, 14–15, 17–18</b> <i>Superkids Skill-Building Book</i> , pp. 241–242

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Indiana Academic Standards – Grade Two Skill	Levels 5 and 6 Units/Lessons and Materials*
<b>Standard 5</b>	
<b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>	
<p><b>2.5.1</b> Write brief narratives based on experiences that:</p> <ul style="list-style-type: none"> <li>• move through a logical sequence of events (chronological order, order of importance).</li> <li>• describe the setting, characters, objects, and events in detail.</li> </ul>	<p><b>WIR 1/12-13</b>  <b>WIR 5/4-5, 8-9, 11-12</b>  <b>WIR 6/4-5, 6-7, 8-9, 11-12</b>  <b>WWB 8/Bonus Lesson 3</b></p> <p>Independent Activities for writing in:  <b>SM 3/1, 6</b>  <b>SM 4/4</b>  <b>SM 5/2, 5</b>  <b>SM 6/8</b>  <b>SM 7/6</b>  <b>SM 8/7</b></p> <p>Cross-Curriculum Connection in:  <b>BC 3/14</b></p> <p><i>Superkids Skill-Building Book</i>, pp. 143–144, 169, 171</p>
<p><b>2.5.2</b> Write a brief description of a familiar object, person, place, or event that:</p> <ul style="list-style-type: none"> <li>• develops a main idea.</li> <li>• uses details to support the main idea.</li> </ul>	<p><b>WIR 1/12-13</b>  <b>WIR 5/4-5, 8-9, 11-12</b>  <b>WIR 8/2-3</b></p> <p>Independent Activities for writing in:  <b>SM 1/2, 4, 9</b>  <b>SM 2/7, 9</b>  <b>SM 3/3, 9</b>  <b>SM 4/1, 2</b>  <b>SM 5/2, 3, 6, 7</b>  <b>SM 6/9</b>  <b>SM 7/1, 8, 9</b>  <b>SM 8/3, 10</b></p> <p><i>Superkids Skill-Building Book</i>, pp. 239–240</p>

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<b>2.5.3</b> Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i> ), body, closing, and signature.	<b>WIR 3/14-15</b> Independent Activities for writing in: <b>SM 6/3</b> <b>SM 8/8</b> Cross-Curriculum Connection in: <b>BC 2/16</b>
<b>2.5.4</b> Write rhymes and simple poems.	<b>WIR 2/4-5, 8-9, 11-12, 14-15</b> <b>WWB 6/20</b> <b>WIR 8/2-3</b> Independent Activities for writing in: <b>SM 3/10</b> <b>SM 4/10</b> <b>SM 7/10</b> Cross-Curriculum Connection in: <b>BC 2/14</b> <i>Superkids Skill-Building Book</i> , pp. 8, 10–11
<b>2.5.5</b> Use descriptive words when writing.	<b>WIR 2/4-5, 8-9, 11-12, 14-15</b> <b>WIR 5/4-5, 8-9, 11-12</b> <b>WIR 6/4-5, 6-7, 8-9, 11-12</b> <i>Superkids Skill-Building Book</i> , pp. 128–129
<b>2.5.6</b> Write for different purposes and to a specific audience or person.	<b>WIR 1/12-13</b> <b>WIR 2/4-5, 8-9, 11-12, 14-15</b> <b>WIR 3/14-15</b> <b>WIR 4/2-3, 11-12, 13, 16-17</b> <b>WIR 5/4-5, 8-9, 11-12</b> <b>WIR 6/4-5, 6-7, 8-9, 11-12</b> <b>WIR 7/13-14</b> <b>WWB 8/Bonus Lesson 3; WIR 8/2-3, 4-5, 9-10, 14-15, 17-18</b> Book Talk Journals Independent Activities for writing in: <i>SUPER</i> Magazines

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<p><b>2.5.7</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of what is read.</li> <li>• support statements with evidence from the text.</li> </ul>	<p><b>WWB 1/20</b>  <b>WWB 3/10, 15</b>  <b>WWB 4/5, 20; WIR 4/16-17</b>  <b>WWB 5/5</b>  <b>WWB 6/10</b>  <b>WWB 8/Bonus Lesson 2</b>            Book Talk Journals            Book Review Form in <i>How to Teach Superkids Second Grade</i></p>
<b><i>Research Application</i></b>	
<p><b>2.5.8</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors)</li> <li>• organizes information by categorizing it into single categories (such as size or color) to include information gained through observation.</li> </ul>	<p><b>WIR 3/3, 4-5</b>  <b>WIR 7/1, 2-3, 4-5, 6, 7-8, 9-10, 11-12, 13-14, 15, 16-17, 18-19, 20</b>  <b>WIR 8/11, 12-13, 14-15</b>            Cross-Curriculum Connections in:  <b>SM 1/2, 5; BC 1/11</b>  <b>SM 2/1, 2, 7</b>  <b>SM 3/1, 2, 4, 6</b>  <b>SM 4/1, 4, 5; BC 4/17</b>  <b>SM 5/1, 4, 7, 9; BC 5/14</b>  <b>SM 6/5; BC 6/11</b>  <b>BC 7/16, 20</b>  <b>SM 8/1, 2, 4-5</b>            Independent Activities in:  <b>SM 1/6, 10</b>  <b>SM 2/5, 6, 7</b>  <b>SM 3/4, 5, 10</b>  <b>SM 4/7, 8, 10</b>  <b>SM 5/6</b>  <b>SM 6/2, 5, 9, 10</b>  <b>SM 7/1, 4, 7</b>  <b>SM 8/2, 3</b>  <i>Superkids Skill-Building Book</i>, pp. 166, 178</p>

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Indiana Academic Standards – Grade Two Skill	Levels 5 and 6 Units/Lessons and Materials*
<b>Standard 6</b> <b>WRITING: English Language Conventions</b>	
<b>Handwriting</b>	
<b>2.6.1</b> Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	Daily Handwriting Routines <b>WIR 1/19-20</b> <b>WIR 2/18-19</b> <b>WIR 3/20</b> <b>WIR 4/20</b> <b>WIR 5/16-17, 18-19</b> <b>WIR 6/16-17, 18-19</b> <b>WIR 7/18-19</b> <b>WIR 8/2-3, 4-5, 9-10, 14-15, 17-18</b> <i>Superkids Skill-Building Book</i> , pp. 45–51
<b>Sentence Structure</b>	
<b>2.6.2</b> Distinguish between complete ( <i>When Tom hit the ball, he was proud.</i> ) and incomplete sentences ( <i>When Tom hit the ball</i> ).	<b>WIR 1/6-7, 17-18</b> <b>WIR 2/18-19</b> <b>WIR 3/18-19</b> <b>WIR 4/18-19</b> <b>WWB 5/2; WIR 5/14-15</b> <b>WIR 6/14-15</b> <b>WIR 7/16-17</b> <b>WWB 8/2; WIR 8/4-5, 14-15, 17-18</b> <i>Superkids Skill-Building Book</i> , pp. 14, 235–236
<b>2.6.3</b> Use the correct word order in written sentences.	<b>WIR 1/14-15</b> <b>WIR 2/1-2, 3, 18-19</b> <b>WIR 3/18-19</b> <b>WIR 4/18-19</b> <b>WIR 5/14-15</b> <b>WIR 6/14-15</b> <b>WIR 7/16-17</b> <b>WIR 8/4-5, 14-15, 17-18</b> <i>Superkids Skill-Building Book</i> , pp. 236–237

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<b>Grammar</b>	
<b>2.6.4</b> Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	<b>WWB 1/3, 5, 13, 19, 20</b> <b>WWB 2/11, 13, 14, 15; WIR 2/1-2, 3, 4-5</b> <b>WWB 3/9, 10</b> <b>WWB 4/6, 9</b> <b>WWB 5/2, 13, 14, 17; SM 5/1</b> <b>WWB 6/2, 7, 8, 10, 15, 18</b> <b>WWB 7/3, 4</b> <b>WWB 8/5, 10</b> <i>Superkids Skill-Building Book, pp. 206–219</i>
<b>Punctuation</b>	
<b>2.6.5</b> Use commas in the greeting ( <i>Dear Sam,</i> ) and closure of a letter ( <i>Love, or Your friend,</i> ) and with dates ( <i>March 22, 2000</i> ) and items in a series ( <i>Tony, Steve, and Bill</i> ).	<b>WWB 3/4, 5</b> <b>WWB 5/4</b> <b>WWB 6/8</b> <b>WWB 7/17</b> <b>WWB 8/12</b> <i>Superkids Skill-Building Book, pp. 220–221, 227–229</i>
<b>2.6.6</b> Use quotation marks correctly to show that someone is speaking. • Correct: “You may go home now,” she said. • Incorrect: “You may go home now she said.”	<b>WWB 3/12, 18</b> <b>WWB 4/17</b> <b>WWB 8/12</b> <i>Superkids Skill-Building Book, pp. 225–226</i>
<b>Capitalization</b>	
<b>2.6.7</b> Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i> ), words at the beginning of sentences and greeting, months and days of the week, and titles ( <i>Dr., Mr., Mrs., Miss</i> ) and initials in names.	<b>WWB 1/2, 14; WIR 1/8-9</b> <b>WWB 3/5, 18</b> <b>WWB 4/13</b> <b>WWB 5/4</b> <b>WWB 6/8</b> <b>WWB 7/17</b> <b>WWB 8/12</b> <i>Superkids Skill-Building Book, pp. 206–207, 227–229</i>



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Indiana Academic Standards – Grade Two Skill	Levels 5 and 6 Units/Lessons and Materials*
<b>Spelling</b>	
<p><b>2.6.8</b> Spell correctly words like <i>was, were, says, said, who, what, and why</i>, which are used frequently but do not fit common spelling patterns.</p>	<p>Daily Dictation and Spelling Routines</p> <p><b>WWB 1/2</b>, 3, 5, 6, 10, 11, 13, 15, 17, 20</p> <p><b>WWB 2/1</b>, 3, 5, 6, 10, 15, 17, 20</p> <p><b>WWB 3/2</b>, 5, 6, 10, 11, 15, 16, 18, 20</p> <p><b>WWB 4/1</b>, 5, 6, 10, 11, 13, 15, 16, 19, 20</p> <p><b>WWB 5/1</b>, 3, 5, 6, 8, 10, 11, 14, 15, 16, 20</p> <p><b>WWB 6/1</b>, 4, 5, 6, 8, 9, 11, 14, 15, 16, 20</p> <p><b>WWB 7/1</b>, 5, 6, 9, 10, 11, 14, 15, 16, 19, 20</p> <p><b>WWB 8/1</b>, 4, 5, 6, 10, 11, 14, 15, 16, 19, 20</p> <p><i>Superkids Skill-Building Book</i>, pp. 196–201</p>
<p><b>2.6.9</b> Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), <i>r</i>-controlled vowels (<i>ar, er, ir, or, ur</i>), and consonant-blend patterns (<i>bl, dr, st</i>).</p> <ul style="list-style-type: none"> <li>• short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>p, <u>u</u>nless</li> <li>• long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se</li> <li>• <i>r</i>-controlled: <u>p</u>ark, <u>s</u>upper, <u>b</u>ird, <u>c</u>orn, <u>f</u>urther</li> <li>• consonant blends: <u>b</u>lue, <u>c</u>rash, <u>d</u>esk, <u>s</u>peak, <u>c</u>oast</li> </ul>	<p>Daily Dictation and Spelling Routines</p> <p><b>WWB 1/1</b>, 2, 4, 5, 6, 10, 11, 12, 15, 16, 19, 20; <b>WIR 1/17-18</b></p> <p><b>WWB 2/1</b>, 3, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 18; <b>WIR 2/18-19</b></p> <p><b>WWB 3/11</b>, 15; <b>WIR 3/18-19</b></p> <p><b>WWB 4/6</b>, 10, 11, 15, 18; <b>WIR 4/18-19</b></p> <p><b>WWB 5/1</b>; <b>WIR 5/14-15</b></p> <p><b>WWB 6/6</b>, 9, 10, 11, 14, 15; <b>WIR 6/14-15</b></p> <p><b>WWB 7/1</b>, 6, 8, 11, 16, 19, 20; <b>WIR 7/16-17</b></p> <p><b>WWB 8/1</b>, 4, 5, 8, 11, 14, 15, 16, 17, 19, 20; <b>WIR 8/2-3, 4-5, 9-10, 14-15, 17-18</b></p> <p><i>Superkids Skill-Building Book</i>, pp. 185–191, 194–195</p>

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<b>Standard 7</b>	
<b>LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>	
<b>Comprehension</b>	
<b>2.7.1</b> Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	<p><b>WWB 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 1/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; WIR 1/19-20</b></p> <p><b>WWB 2/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 2/1, 2, 3-4, 5, 6, 7, 8, 9, 10; BC 2/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; WIR 2/20</b></p> <p><b>WWB 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 3/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; WIR 3/10</b></p> <p><b>WWB 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 4/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; WIR 4/4-5</b></p> <p><b>WWB 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 5/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; WIR 5/20</b></p> <p><b>WWB 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 6/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; WIR 6/20</b></p> <p><b>WWB 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 7/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; WIR 7/20</b></p> <p><b>WWB 8/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, Bonus Lesson 3; SM 8/1, 2, 3, 4-5, 6, 7, 8, 9, 10; BC 8/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p>Recorded readings on CDs</p> <p>Suggested Read-Aloud Books</p>

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<b>2.7.2</b> Ask for clarification and explanation of stories and ideas.	<p>Discussions about texts in every lesson of Word Work Book, SUPER Magazine, and Book Club, plus suggested Read-Aloud Books</p> <p><b>WWB 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 1/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p><b>WWB 2/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 2/1, 2, 3-4, 5, 6, 7, 8, 9, 10; BC 2/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p><b>WWB 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 3/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p><b>WWB 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 4/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p><b>WWB 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 5/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p><b>WWB 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 6/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p><b>WWB 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 7/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p> <p><b>WWB 8/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 8/1, 2, 3, 4-5, 6, 7, 8, 9, 10; BC 8/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b></p>
<b>2.7.3</b> Paraphrase (restate in own words) information that has been shared orally by others.	<p><b>WWB 1/18; SM 1/1, 2, 3, 4, 5, 6, 7, 8, 9</b></p> <p><b>WWB 2/4; SM 2/1, 3-4, 5, 8</b></p> <p><b>WWB 3/12, 20; SM 3/1, 2, 3, 4, 7, 9</b></p> <p><b>WWB 4/17; SM 4/9, 10</b></p> <p><b>WWB 5/8; SM 5/6, 8</b></p> <p><b>WWB 6/8, 10, 15; SM 6/2, 4, 5, 7, 9; BC 6/18</b></p> <p><b>SM 7/1, 4, 5, 10</b></p> <p><b>WWB 8/3, 17, 19, 20; SM 8/1, 3, 9, 10</b></p>

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<b>2.7.4</b> Give and follow three- and four-step oral directions.	<b>WWB 1/1; WIR 1/2-3</b> <b>WWB 2/7</b> <b>WIR 3/6-7</b> <b>WIR 4/1, 4-5</b>
<b><i>Organization and Delivery of Oral Communication</i></b>	
<b>2.7.5</b> Organize presentations to maintain a clear focus.	Sharing about writing in: <b>WIR 1/19-20</b> <b>WIR 2/20</b> <b>WIR 3/10</b> <b>WIR 4/4-5</b> <b>WIR 5/20</b> <b>WIR 6/20</b> <b>WIR 7/20</b> <b>WWB 8/Bonus Lesson 3</b>
<b>2.7.6</b> Speak clearly and at an appropriate pace for the types of communication (such as an informal discussion or a report to class).	Discussions about texts in every lesson of Word Work Book, SUPER Magazine, and Book Club, plus suggested Read-Aloud Books  Lasting Lesson discussions in: <b>WWB 1/5, 10, 15, 18; SM 1/9; BC 1/19</b> <b>WWB 2/5, 8, 15, 20; SM 2/6, 7</b> <b>WWB 3/5, 10, 11, 14, 19; SM 3/5, 7; BC 3/12</b> <b>WWB 4/3, 8, 15, 18; BC 4/11, 13, 18</b> <b>WWB 5/2, 9, 15, 20; SM 5/2, 3, 10; BC 5/11, 18</b> <b>WWB 6/4, 9, 14, 20; SM 6/10; BC 6/14, 19</b> <b>WWB 7/3, 9, 12, 19; SM 7/4; BC 7/14, 19</b> <b>WWB 8/4, 9, 11, 17; BC 8/14, 19</b>  Sharing about writing in: <b>WIR 1/19-20</b> <b>WIR 2/20</b> <b>WIR 3/10</b> <b>WIR 4/4-5</b> <b>WIR 5/20</b> <b>WIR 6/20</b> <b>WIR 7/20</b> <b>WWB 8/Bonus Lesson 3</b>

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to the Indiana Academic Standards for Grade Two**

<b>Indiana Academic Standards – Grade Two Skill</b>	<b>Levels 5 and 6 Units/Lessons and Materials*</b>
<b>2.7.7</b> Tell experiences in a logical order (chronological order, order of importance, spatial order).	<b>WWB 1/15, 18; SM 1/3</b> <b>WWB 2/16, 17, 19; SM 2/10; BC 2/14</b> <b>WWB 3/4, 9, 18; SM 3/5</b> <b>WWB 4/3, 7, 15, 16; BC 4/18</b> <b>WWB 5/1, 3, 9, 15</b> <b>WWB 6/13, 20</b> <b>WWB 7/19</b> <b>WWB 8/9, 16</b>
<b>2.7.8</b> Retell stories, including characters, setting, and plot.	<b>BC 1/20</b> <b>BC 2/20</b> <b>WWB 3/12</b> <b>BC 5/15</b> <b>BC 6/20</b> <b>BC 7/20</b> <i>Superkids Skill-Building Book, pp. 177–178</i>
<b>2.7.9</b> Report on a topic with supportive facts and details.	<b>WIR 7/20</b> Independent Activities in: <b>SM 2/7</b> <b>SM 4/7</b> <b>SM 6/3, 9</b> <b>SM 8/4–5</b> Cross-Curriculum Connections in: <b>BC 5/14</b> <b>BC 7/20</b>
<b>2.7.12</b> Use descriptive words when speaking about people, places, things, and events.	<b>WIR 2/4–5, 8–9, 11–12, 14–15</b> <b>BC 5/15; WIR 5/4–5, 8–9, 11–12</b> <b>WWB 6/9, 12; WIR 6/4–5, 6–7, 8–9, 11–12</b> <b>WWB 7/15, 18, 20</b> <b>BC 8/15</b> Cross-Curriculum Connection in: <b>BC 3/17</b> <i>Superkids Skill-Building Book, pp. 128–129, 215–216</i>

**Correlation of the Superkids Second Grade Levels,  
including *The Superkids Hit Second Grade* and *The Superkids Take Off*,  
to the Indiana Academic Standards for Grade Two**

Indiana Academic Standards - Grade Two Skill	Levels 5 and 6 Units/Lessons and Materials*
<b><i>Speaking Applications</i></b>	
<b>2.7.10</b> Recount experiences or present stories that: <ul style="list-style-type: none"> <li>• move through a logical sequence of events (chronological order, order of importance, spatial order).</li> <li>• describe story elements, including characters, plot, and setting.</li> </ul>	<b>WWB 1/15, 18; SM 1/3; BC 1/20</b> <b>WWB 2/16, 17, 19; SM 2/10; BC 2/14, 20</b> <b>WWB 3/4, 9, 12, 18; SM 3/5</b> <b>WWB 4/3, 7, 15, 16; BC 4/18</b> <b>WWB 5/1, 3, 9, 15; BC 5/15; WIR 5/20</b> <b>WWB 6/13, 20; BC 6/20; WIR 6/20</b> <b>WWB 7/19; BC 7/20</b> <b>WWB 8/9, 16</b>
<b>2.7.11</b> Report on a topic with facts and details, drawing from several sources of information.	<b>WIR 7/20</b>  Independent Activities in: <b>SM 2/7</b> <b>SM 4/7</b> <b>SM 6/3, 9</b> <b>SM 8/4-5</b>  Cross-Curriculum Connections in: <b>BC 5/14</b> <b>BC 7/20</b>
<b>2.7.13</b> Recite poems, rhymes, songs, and stories.	<b>SM 1/10</b> <b>SM 2/10; WIR 2/20</b> <b>SM 3/10; WIR 3/10</b> <b>SM 4/10</b> <b>SM 5/10; WIR 5/20</b> <b>SM 6/10; WIR 6/20</b> <b>SM 7/10</b> <b>WWB 8/Bonus Lesson 1, Bonus Lesson 3; SM 8/10</b>
<b>2.7.14</b> Provide descriptions with careful attention to sensory detail.	<b>WIR 2/4-5, 8-9, 11-12, 14-15</b> <b>WIR 5/4-5, 8-9, 11-12</b> <b>WIR 6/4-5, 6-7, 8-9, 11-12</b> <b>WWB 7/15, 18, 20</b>